

***TOTAL QUALITY TEACHING PRINCIPLES AS A MEANS  
TO ASSESS STUDENT PERFORMANCE***

**by Roger D. Lee, Ph.D.**

**Adjunct Assistant Professor  
Embry-Riddle Aeronautical University  
College of Continuing Education, Hill Center**



## ***TOTAL QUALITY TEACHING PRINCIPLES AS A MEANS TO ASSESS STUDENT PERFORMANCE***

by Roger D. Lee, Ph.D.

### **Introduction**

Total Quality Management is a system that has been applied successfully in the Japanese business community and is currently being implemented in America's industries. However, quality as a system can be applied not only in business organizations, but also in higher education, federal, and state bureaucracies. The fundamental purpose of this paper is to show how quality principles can be successfully transferred to higher education and provide an excellent mechanism to assess student performance and enhance teaching effectiveness.

The primary elements of the Total Quality Management philosophy vary from author to author, but the common pillars include the following:

1. Vision
2. Barrier removal
3. Communication
4. Continuous evaluation
5. Continuous improvement
6. Student relationships
7. Empowering the student
8. Education and training  
of faculty

These components are selected because they can be applied to institutions of higher education that are initially making the move to implement a total quality teaching program. As college institutions advance in their implementation of quality programs,

barrier removal, education, and communication can be subsumed into empowering the student. Moreover, continuous evaluation and continuous improvement may be integrated into continuous analysis. Each of the eight foundational components is discussed below.

### **Vision**

Vision is a product of a mission statement. A well crafted vision statement guides the organization's beliefs and values. The typical mission statement consists of one paragraph to one page and considers both the external customer or the students and the internal customer, the faculty and administrative staff. Vision and the mission statement must be transformed into action, otherwise they are useless. One essential key that is necessary for successful vision implementation is total involvement. (Charles A. Aubarey, 1988). Every faculty member, including administrative staff, must be involved in quality improvement teaching activities. Also, students must share the vision and values of the institution. Thus, a classroom consists of a partnership in which students and instructors share the responsibilities of teaching and learning and sharing values and beliefs.

Another key to enhance vision and facilitate the implementation of the mission statement is barrier removal, the second pillar of a quality program.

### **Barrier Removal**

Change will inevitably be resisted by most individuals involved in an organization. (Kurt Lewin, 1947). In fact a great deal of effort in quality management is expended in overcoming resistance to change by allowing change to emanate from individuals directly involved, rather than as a directive from administration. In an academic environment, the strategies for barrier removal include the following:

1. Drive out fear in students. Some students, especially non-traditional ones, may have significant apprehensions upon returning to college after being removed from this environment for several years.

2. Encourage and reward creative and critical thinking by students. Instructors should praise students who make purposeful and salient comments in class discussions and who submit praiseworthy written assignments.

3. Give credit for student success. When students complete a class project and earn an outstanding grade, the instructors should recognize their students' accomplishments.

4. Establish ownership of class projects and assignments. Allowing students to develop real case studies from their own experience would enhance the ownership quality of such an assignment.

Following are steps to barrier removal:

1. Identify the barriers. Anything that impedes implementing change should be considered a barrier. This means examining internal procedures, students' concerns, and personnel issues. Anything that is perceived to be a barrier deserves further

consideration.

2. Place problems and issues into categories. Related barriers and their systemic causes should be analyzed. Categorization is facilitated by defining cause-effect relationships. Instructors and staff must be alert for barriers that mask or cause one another. Moreover, it is not unusual for a myriad of problems to be caused by a few significant difficulties. Issues that matter most should not be at the mercy of issues that matter least. Thus, the significant few issues should receive more emphasis and analysis than the trivial many issues.

3. Establish priorities. Barriers should be judged by their validity in accordance with the severity of the problem. In institutional-wide searches for barriers, it may be necessary to find more than one common denominator and deal with the problem accordingly.

4. Engage in problem solving. Problem solving means more than symptom removal. It is vital to address the root not the branch cause of the problem.

5. Establish goals and strategies for resolution. Resolution of problems may entail several months. Goals should be realistic and attainable with the given resources. Strategies ensure that goals can be accomplished. Allowing students to work at their optimum, without harming other students, will provide measurable improvements without measuring numerical quotas. To assist students in capturing vision, communication is another essential element.

### **Communication**

Communication is the glue that binds all of the techniques and ideas.

Communication may be written, verbal, or nonverbal. Understanding and refining the three types of communication skills is an ongoing process. All teachers must seek to understand the specific needs of their students and be conscious of how well they are meeting the students' needs. A class should evolve from a collection of individuals into a learning community with shared values and common goals and objectives. (Diane Booher, 1988). By nurturing an alliance with students through sound communication skills, instructors can help students gain command of the course material.

Faculty members should be well aware of the barriers to effective communication which include the following:

1. Different value systems of the sender and receiver. If instructors do not share similar values as their students, communication will be constrained. For example, if an instructor is very negative toward military personnel and his class is comprised of people in the Air Force, the credibility of the instructor may be challenged. Thus, a common vision should enhance congruency of the value systems between the students and the instructor.

2. Diminished capacity-fatigue. Students who work all day and attend night classes are likely to experience this phenomenon. The notion that the mind can only absorb as much as the seat can endure seems to be valid.

3. Experientia differences. When students have not experienced the same problems or issues which an instructor is explaining, the students may not relate well to the situation. Building on a common experiential base or common denominator

enhances communication. Thus, instructors must seek to find the common experiential base.

4. Semantic difficulties. The use and meaning of words, jargon, and acronyms by an instructor or student may create confusion. For example, an instructor may state to students: "You need to become O.D. specialists." Does O.D. mean over dose, olive drab, outer diameter, optimists, or organization development. The experience of the class members may cause the word to be misinterpreted or defined differently from the instructor's use of the word.

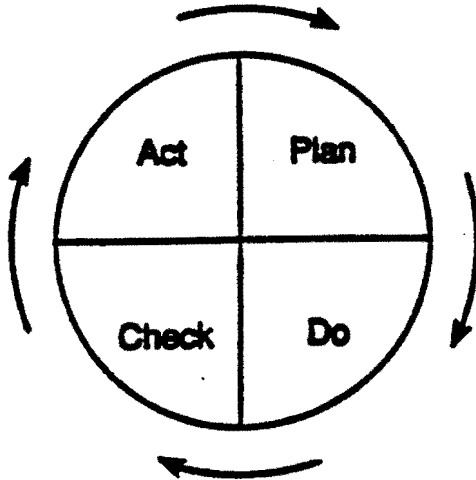
5. Noise. This may seem obvious that external noise to include lighting, heating, and ventilation, impedes communication. However, internal noise within the students equally can curtail communication between the instructor and the students. For example, some students may have had to rush to a night class without eating dinner. Thus, internal noise can be such things as hunger or feelings of anger. After communication is enhanced, the academic organization should look at the principle of continuous evaluation.

#### **Continuous Evaluation**

Feedback to students is essential to continuous evaluation. How else can students know if their goals are coming to fruition? How can they take corrective action in a timely fashion? Feedback mechanisms may be simple oral comments or written comments on student papers. The key is to receive the information in a timely manner to initiate corrective action before the quarter is completed.

The model for feedback can be based on the Edwards Deming Wheel. Note the diagram below.

### **Deming Wheel**



The crucial four sequential elements are: (1) plan--tentative plan is developed; (2) do--a trial is done; (3) check--feedback and monitor the results; and (4) act--modify and process, return to plan. Continuous evaluation will naturally lead to continuous improvement. Thus, the continuous evaluation process becomes the basis on which continuous improvement is built.

#### **Continuous Improvement**

Japanese companies have used this concept for some time and they call it, Kaizen. (Imai, 1986). Unlike innovation, which tends to require significant resources, continuous improvement is easier to manage. Instructors should always be improving their teaching methods and skills to enhance their effectiveness. Some

strategies to keep in mind when implementing continuous improvement are as follows. (Maass, Brown, and Bossert, 1990).

1. Start with an example project. Small is beautiful when initiating radical new teaching methods. Run a pilot class in which new teaching techniques are used before exporting the techniques to all classes institution-wide.

2. Analyze the teaching process, not just results. Teachers must learn to handle both the content and process of the class. The process is the key to improving student results.

3. Simplify, simplify, simplify. Thoreau's injunction is more true today than it was in the mid-19th century. Instructors should constantly ask what is the value-added for each home work assignment or student project.

4. Realize that failures and problems are opportunities. Perfection is boring--there is no opportunity to learn new things. Students must learn from their mistakes. Entrepreneurs typically start and fail at two to three enterprises before finding the right match. Applying continuous improvement methods should help to build sound student relationships.

#### **Student Relationships**

"Hearing the voice of the customer" has become a key phrase in the last few years. (Liswood, 1990). The customer in academic institutions is obviously the students. That institutions of higher education could do anything other than listen closely to students' needs may puzzle casual observers of higher education. It seems to be an obvious point. To many faculty, however, it is not. Strategies for improving

student relationships are:

1. Link vision to student satisfaction. Instructors should help students internalize the values of the institution's mission, and thereby create intrinsic satisfaction resulting from enrolling in the institution's classes.

2. Reward faculty for student performance and satisfaction. Students who perform exceptionally should be properly recognized and their instructors should be equally acknowledged.

3. Identify and meet student needs. When student needs are fulfilled, increased motivation, satisfaction, and commitment to the institution will typically result. This is the epitome of a win-win situation in which the students and the institution both win.

4. Involve students in planning and developing the curriculum. Students, who have several years of practical experience, can make purposeful suggestions relative to the content of the different courses offered by the institution.

5. Establish a routine dialogue with students. Students can provide useful feedback to instructors and staff before the completion of a course. Traditionally most student feedback is generated by end-of-course evaluations when the feedback is not timely to revise the emphasis of a particular class while the course is being taught. Enhancing student relationships should lead to greater empowerment of the students.

### **Empowering The Students**

Empowering the student means enabling students to achieve their highest potential. For most academic institutions, this is new and may be the most powerful and useful concept in quality teaching. Allowing and facilitating students to reach

their highest potential may appear obvious or impossible; however, it is in fact neither.

Empowerment requires turning the organization chart upside down and recognizing that staff and faculty should be in place to aid the student in overcoming problems they encounter, not to place new roadblocks in their way.

Empowerment strategies include the following:

1. Ownership. Allowing students to own a project or assignment implies trust and requires delegation and guidance. Nitpicking and finding fault with the student's assignment upon completion will undermine any attempt at empowerment via ownership. However, descriptive, non-valuative feedback will stimulate student learning and ownership.

2. Value all student contributions. To enhance self-esteem needs, instructors should reinforce all students' comments. Giving a demeaning response to a student's comment will normally create resentment in the student specifically and hostility in the class room generally. A hostile learning environment is definitely not a learning environment of mutual trust and respect.

3. Listen to the least voice. Sometimes the newest and least experienced students have invaluable contributions to make in a class discussion. Faculty should also listen to administrative staff who may provide purposeful feedback after sitting in their classes. For example, an upholsterer who was working on a patient's chair in a psychologist's office asked why only the front edge of the patient's chair was worn, which was unusual in the upholsterer's experience. The psychologist deeply

pondered the upholsterer's question and developed the theory of Type A personalities.

4. Believe every student has value. Treat every student with dignity and respect. It is essential that faculty respect and value cultural and ethnic diversity in students.

Six conditions are necessary to empower students. (Covey, 1991).

1. Nurturing character in the instructor. Character is what a person is. One significant attribute of character is integrity, meaning habits and behaviors are congruent with values, words are congruent with deeds, expressions are congruent with feelings. Maturity also describes character in the sense that courage is balanced with consideration. An example of this trait is courage to stand firm on a final grade awarded to a student, but consideration of all relevant performance indicators. The third measurement of character is the abundance mentality. This means that there is plenty out there for everybody relates to the pluralist pie analogy. Everybody can share in the benefits of education and everybody can learn from everyone else. Instructors possessing these character traits can be genuinely happy for the success and accomplishments of their students.

2. Developing skills in the instructor. The three most critical skills are: (1) communication, (2) planning and organization, and (3) synergistic problem-solving. As discussed previously, instructors who are poor communicators are not successful in the classroom. Similarly lesson plans and discussion material must be carefully planned and organized to ensure smooth delivery in the class room.

Engaging students in a collaborative problem-solving approach will result in generating synergy where the end result or sum will indeed be greater than each student's contribution.

3. Building win-win agreements. Establishing win-win agreements between students and faculty requires five steps. First, the instructor must specify expected results in terms of quantity and quality. The concept of win-win suggest that instructors and students clarify expectations and mutually commit themselves to achieving desired results.

Second, guidelines must be set. Policies and procedures are essential to obtaining desired results. They should stipulate unacceptable behaviors and failure paths that experience has identified as inimical to accomplishing student objectives.

Third, identify available resources. Various resources to include human, organizational, and technical, which are available to students to assist them in achieving desired results, should be discussed by the instructor. The most available resource should be the instructor.

Fourth, define accountability. Holding students accountable for results puts teeth into the win-win agreement. If there is no accountability, students tend to lose their sense of responsibility and start blaming circumstances or other people for their poor performance. When students participate in setting the exact standards of acceptable performance, they normally feel a deeper sense of responsibility to get desired results.

Fifth, determine the consequences. An understanding of what follows when the desired results are achieved or are not



achieved is crucial. Students must feel responsible for the consequences, positive or negative. Positive consequences primarily include the "A" grade for the course. However, praise, recognition, and appreciation are valuable rewards to students. Negative consequences are the poor grade. Once a win-win agreement is complete, then the fourth step to empowerment is self-supervision.

4. Allow students to supervise themselves. With a win-win agreement, students can supervise themselves in terms of the agreement. Instructors serve as sources of help to marshal resources for student success to fulfill the win-win agreement. Students should plan their assignments, do them, and submit them to the instructor for control and the provision of descriptive but not judgmental feedback.

5. Create helpful institutional structures and systems. Helpful academic systems can greatly facilitate the fulfillment of win-win agreements. For example, scheduling classes yearly so that students can plan their course work according to their time constraints and the required prerequisite courses, would be helpful.

6. Establish accountability and self-evaluation. Under a win-win agreement, students have a clear up-front understanding of what results are expected and what criteria are used to assess their performance. Therefore, students are in a position to evaluate themselves. The instructor's attitude should be to serve as a resource not a judge in the self-evaluation process. Following the students' self-evaluations, the instructors' evaluations can be reconciled with them. The chart on the following page summarizes the

empowerment model.

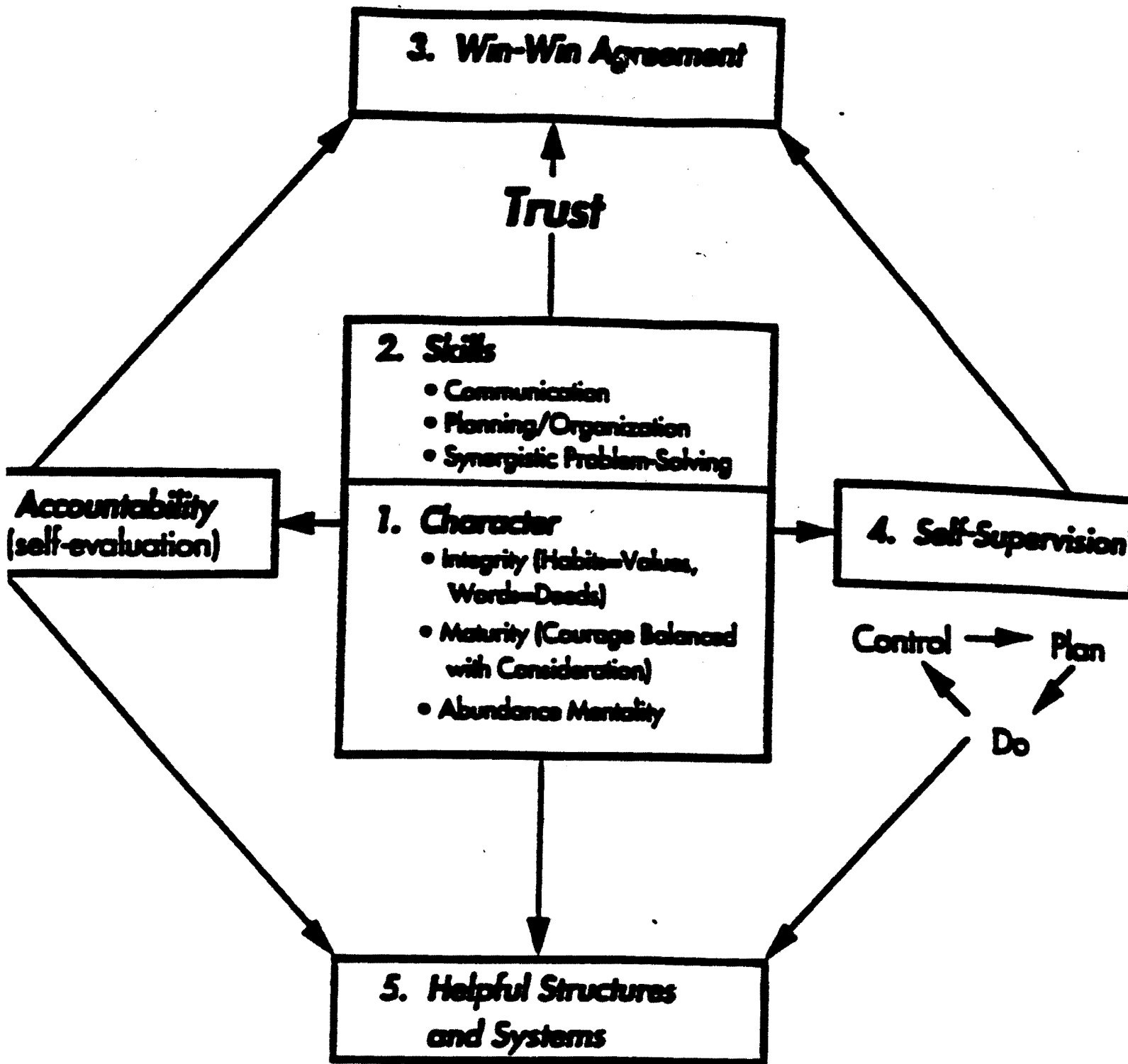
After empowering students, faculty should also seek means to stay current in their respective disciplines to avoid obsolescence. Education and training are viable means to stay sharp.

### **Education and Training**

Some instructors may seemingly be too busy sawing to take time to sharpen their saws. Faculty renewal through education and training is paramount. The outcome of training is a direct, identifiable modification of behavior. For example, the result of a faculty training program may be enhanced interpersonal and communication skills. Conferences and seminars are good to refresh instructors and to ameliorate the possibility of tunnel vision.

Unlike training, education has no such immediately identifiable outcome. The utility of education may not be discoverable for a long period of time. However, education is vital in promoting a divergent look at the way things are done

# EMPOWERMENT MODEL



and the material taught in the class room. Training is convergent and focuses primarily on the event at hand, thereby filling in fuzzy spots on an information matrix or puzzle. While education may help faculty to determine if they are working on the right puzzle. Divergent thinking is necessary for an educational institution to survive in the long run. For example, a worker in a candle making factory around the turn of the century, who received convergent training, would be challenged to consider quality improvements such as making the candle drip less, last longer, and burn more smoothly. The divergent thinker, who received additional education, would have suggested manufacturing light bulbs as an improvement to provide light at night time.

#### **Summary**

The omnipresent question for a quality teaching program is: What is the value added? The question does not demand a complex answer, requiring consultants with sophisticated computer software programs. Nor does the answer to the question have to be measurable in a traditional sense. This question and the subsequent answer should provide insight to faculty in developing vision in their students, removing barriers for them, providing continuous improvement to their educational experience, establishing purposeful student relationships, and generating greater student empowerment. Finally, additional education and training should equip faculty members with greater knowledge, skills, and abilities which become a definite value added to their character. Instructors who are green are still growing while those who are ripe will go rotten.

Thus, through education and training, the essence of academic institutions, the possibility of faculty going prematurely obsolete is mitigated. Moreover, the extent to which the educational process enhances student and faculty learning will determine the quality of the teaching and the effectiveness of the academic institution in accomplishing its mission.

### **Bibliography**

- Aubrey, Charles, A. II, and Patricia Felkins. Teamwork: Involving People in Quality and Productivity Improvement, Milwaukee, Wis.: ASQC Press, 1988.
- Booher, Diane, "Quality or Quantity Communication." Quality Progress 21, No. 6 (June 1988), pp. 65-68.
- Covey, Stephen R. Principled-Centered Leadership. New York: Simon & Schuster, 1992.
- Demming, Edwards W. "Quality: Management's Commitment to Quality." Business 35 (January 1985), pp. 50-55.
- Demming, Edwards W. Quality, Productivity and Competitive Position. Cambridge, Mass.: Center for Advanced Engineering Study, MIT Press, 1982.
- Demming, Edwards W. Out of the Crisis. Cambridge, Mass.: Center for Advanced Engineering Study, MIT Press, 1986.
- Imai, Masaaki. Kaizen: The Key to Japan's Competitive Success. New York: Random House, 1986.
- Lewin, Kurt. "Frontiers in Group Dynamics." Human Relations 1, No. 1 (1947).
- Liswood, Laura A. Serving Them Right: Innovative and Powerful Customer Retention Strategies. Milwaukee, Wis.: ASQC Quality Press, 1990.
- Maass, Richard A.; John O. Brown; and James L. Bossert. Supplier Certification--A Continuous Improvement Strategy, Milwaukee, Wis.: ASQC Quality Press, 1990.

***EFFECTIVE LISTENING: A TEACHING AND LEARNING SKILL  
TO ENHANCE STUDENT PERFORMANCE***

by Vernon Stauble, Ph.D.  
Professor of Continuing Education  
Embry-Riddle Aeronautical University  
College of Continuing Education, March Center



Listening is a skill critical for success in teaching and learning. Effective listening skills increase student performance, thus, requiring the teacher to tune in to the student in building and maintaining a positive teaching-learning environment. This paper explores the factors, techniques, and applications influencing and enhancing the listening process. Notably, listening is not just a question of technique, but of attitudes such as commitment, caring, and compassion. The goal of this paper is to assist teachers in achieving effective listening skills for use in the teaching and learning context.





***EFFECTIVE LISTENING: A TEACHING AND LEARNING SKILL  
TO ENHANCE STUDENT PERFORMANCE***

by Vernon Stauble, Ph.D.

In the teaching profession, learning relies heavily on communication skills, and listening in particular is critical to learning. The paradox is that, while listening is the number one communication problem, it also may be the primary solution to most communication breakdowns.

Nonetheless, habits of poor listeners persist. The ten bad listening habits proposed by Nichols can also be applied to teaching situations (Nichols 1985): (1) Criticizing the teacher's delivery; (2) Calling the subject uninteresting; (3) Letting emotionally laden words throw the student out of tune with the teacher; (4) Trying to make an outline for every lecture; (5) Faking attention; (6) Avoiding technical or expository material; (7) Getting overstimulated; (8) Tolerating or creating distractions; (9) Listening only for facts; (10) Wasting the differential between speech speed and thought speed.

In an effort to enhance student performance, this presentation examines listening as a powerful force toward strengthening the learning experience. This paper is divided into three sections. The first section discusses the listening environment. The second describes the levels of listening that teachers use. The emphasis of the third section is on applying effective listening skills in a teaching context, with particular emphasis on giving and receiving feedback.

**The Listening Environment**

Listening is a magnetic, enriching, and rewarding experience. We are drawn magnetically to those who will lend an ear. We are enriched when we take the time to listen to those who need an ear. We are rewarded and we prosper by learning and personally growing as we use our ears (Wolff, Marsnik, Tacey, Nichols 1983).

However, building a supportive listening environment is not easy. Obstacles include time pressures, interruptions, previous encounters, message sending, ongoing relationships, and perceptions (Lewis and Reinsch 1988). Furthermore, findings reveal that a classroom environment can provide a solid listening environment by providing a forum for listening, encouraging feedback and reinforcement, and adopting the positive attitude that listening is valuable.

**The Importance of Listening**

Listening requires an attitude of wanting to receive a message, not creating your "own" noise through biases or physical or environmental distractions. For example, if a teacher perceives that all fat people are dull and lazy and is prejudiced by race and gender, those biases will distort the teacher's ability to receive messages openly and nonjudgmentally.

Furthermore, active listening requires

attending behaviors that include nonverbal expressions of attentiveness. If the teacher is attempting to actively listen to an obese female student, biases will probably be reflected through nonverbal behavior patterns.

Nonverbal behavior, such as making eye contact and changing facial expressions, can telegraph strong signals of interest. Students are good at reading nonverbal signals. One way to demonstrate to the student that he or she is being heeded is to clarify and confirm what is being said, even when the teacher understands. A teacher is in real trouble when the student shows signs of fidgeting with his/her pen, or starts doodling on the desk. These are indicators that he/she is not listening anymore.

#### Factors Influencing the Listening Process

People in general are poor listeners. Factors that influence the listening process are biological reasons, negative self-concept, understanding the intended meaning, and time pressures (Oberhaus, Ratliffe, Stauble 1993).

1. Biological reasons. An individual must be careful not to waste the differential between speaking and thinking speed. As listeners we can think about 500 words per minute, while the normal speaking rate is 125-150 words per minute. In rapid conversation, people speak 200-250 words per minute. The typical lecturer speaks 100-200 words per minute. That leaves as much as 400 words of thinking time available to use for each minute that we are listening (Wolvin and Gwynn 1988). Furthermore, a person's average attention span is limited to 30-45 seconds (Berko,

Wolvin, Curtis 1990).

Students are further affected by their physical or physiological state during the listening event. How they feel physically will influence their listening proficiency. If they have a sinus headache or are feeling stressed about meeting assignment deadlines, their concentration will be challenged that much more.

2. Negative self-concept. How students perceive themselves has a significant effect on how they listen. Conditioned at an early age with messages from teachers or parents, such as "be quiet and listen; why don't you ever listen to me?" or "you haven't heard a word I've said," negative self-images predominate. Consequently, they conclude that they may as well not expend their effort to improve their listening skills.

3. Understanding the intended meaning. Each discipline and field of specialization has its own internal jargon or specialized vocabulary used in the profession. This jargon may enhance the students' ability to listen if they are not familiar with the words and phrases being used. Furthermore, inciting words serve as emotional triggers and may evoke an emotional response from the student.

Another listening barrier may occur if the teacher does not realize that the student is incapable of receiving the message being sent, or if the student does not give the teacher feedback to indicate that the message has not been received.

4. Time pressures. Oftentimes, teachers are compelled to talk as quickly as possible and listen only a little to make up for lost time. These pressures often reduce the amount of time that is needed to enhance

the intensity of the communication process and offer appropriate feedback.

### **Levels of Listening**

This section explores how the listening process occurs on various levels, depending on the teacher's intended purpose. Individuals function as listeners at five levels (Berko, Wolvin, Curtis 1991), and teachers can improve their listening behaviors as they discover how to function effectively at these various levels.

The five levels are as follows:

1. Discriminative listening. This is the most basic of all levels. Individuals listen at this level to distinguish aural and visual differences. The process involves isolating various aspects of the message to identify its distinguishing highlights or strengths before processing the message at any other level. Teachers of complex subjects can best serve students' needs if they become proficient in distinguishing the differences in prioritized subject matter.

Becoming efficient in this skill also involves developing sensory awareness and understanding of vocal characteristics, such as pitch, inflection, tension, volume, rate, and tone. Teachers must realize that when verbal and vocal characteristics are in conflict, their students will rely more heavily on the interpretation of vocal expression to infer the teacher's feelings. Mehrabian, a communication specialist, has devised a formula for determining the impact of nonverbal channels in communicating feeling messages. His formula suggests that 38% of the meaning of the message comes from the vocal component of the communication, 55% from

the facial, and 7% from the verbal (Mehrabian 1971).

Furthermore, the ability to discriminate visual cues is a significant function in the listening process. The greatest impact of the meaning of the message may well come from what is communicated through the visual channel (Wolvin and Coakley 1988).

2. Comprehensive listening. Much of the listening that teachers do is at the comprehensive level. At this level, their objective is to understand information to retain, recall, and use it at a later time. The information that the teacher gleans from using comprehensive listening, and what can be done with the responses, determine the course of the lecture. To be a comprehensive listener, the teacher must concentrate on the message strictly to understand, not to make a critical judgment.

Furthermore, concentration is also included in comprehensive listening. This involves a student's ability to pay attention. Reasons for poor concentration are misdirection of attention energy, such as external preoccupation and self-consciousness; being too involved with internal distractions, such as hunger, fear of rejection, concern about inappropriate attire, or even thinking of a response. Indeed, an ability to listen closely in spite of distractions may be crucial to effective learning.

Underlying the many reasons for this lack of concentration are lack of self-discipline, lack of self-motivation, and lack of responsibility.

3. Therapeutic listening. This involves acting as a sounding board, allowing another person to talk through a

problem. To be an effective therapeutic listener, teachers must be willing to listen and understand and be capable of caring. Also, teachers must possess honesty (a sincere, unpretentious interest in the student); patience (allowing the student the time needed to provide adequate expression), and faith (belief in the student's ability to solve the problem).

Additional skills important in therapeutic listening are demonstrating attending behavior, developing a supportive climate, and listening with empathy (Wolvin and Coakley 1988).

a. Attending behavior includes touching and silence which can have a calming effect on the student. A brief silence may encourage the student to speak freely.

b. Developing a supportive climate. A teacher should provide a supportive climate in which the student feels free, safe, and comfortable to communicate. By providing a supportive atmosphere, the teacher says, "I am here and I care about you." The student knows that the teacher has interest in and unconditioned regard for what is being said. This regard yields a feeling of security and a safeness to self-disclose without the fear or threat of being attacked personally. Perhaps the greatest benefit to both the teacher and student is shared trust and acceptance.

c. Listening with empathy. Empathy requires both feeling and thinking with another person by trying to recreate the other person's world or situation as if it were the listener's own world. It is helpful to identify with the student's thoughts and feelings. It is also important that the teacher takes responsibility to practice furthering

responses that contribute to the student's self-exploration.

4. Critical listening. This centers on understanding the message and then evaluating it. This level of listening is especially useful to students who are exposed to a persuasive message, i.e. a message designed to influence a change in the student (Berko, Wolvin and Curtis (1990).

5. Appreciative listening. A teacher engages in appreciative listening to derive pleasure or sensory stimulation from the works and experiences of others. It is not necessarily the source of the appreciative listening activity, but rather the person's response to it, that defines appreciative listening. These sources include the oral style of the teacher or the oral interpretation of the subject matter.

### **Applying Effective Listening Skills**

The ways in which teachers function require that they look at listening from both interpersonal and intrapersonal perspectives. Teachers listen interpersonally in informal conversation with colleagues, and they listen intrapersonally when they make a concerted effort to listen to themselves

1. Intrapersonal listening. A tool in cultivating positive self-image is using positive self-talk. By teachers listening to themselves, they create the opportunity to know more about themselves, to listen to who they are, to accept what they learn, and to act on the information.

2. Interpersonal listening. Teachers should be able to operate more effectively when listening to students as well.

Exhibit 1 exemplifies the processes of effective listening (Girzaitis 1972).

**EXHIBIT 1**

**We listen with our hearts.**

**When I listen with the heart  
I stop playing the game of non-listening.  
In other words,  
I step inside the other's skin;  
I walk in his shoes;  
I attempt to see things from his point-of-view;  
I establish eye contact;  
I give him conscious attention;  
I reflect my understanding of his words;  
I question;  
I attempt to clarify.  
Gently,  
I draw the other out  
as his lips stumble over words,  
as his face becomes flushed,  
as he turns his face aside.  
I make the other feel that  
I understand that he is important,  
that I am grateful that he trust me  
enough  
to share deep, personal feelings with me.  
I grant him worth.**

Hence, both giving and receiving feedback are involved in listening as follows:

a. Giving feedback. Good listeners provide quick feedback and act on what they hear. When teachers listen effectively and give appropriate feedback, they show that they are attempting to manage their environment successfully. Also, giving feedback is a way of participating in the mutual exchange process of problem

solving. The more feedback there is between the teacher and the student, the more accurate is the listener's interpretation of the message. Hence, this increases mutual confidence that the message is being communicated accurately. Importantly, to be effective, the teacher must be open, honest, constructive, and meaningful to the student.

Furthermore, common ways of responding to students are by judging, analyzing, questioning, supporting.

1. Judging. Judging responses are quick ways for teachers to deal with a student's feelings. If the student perceives that the teacher is trying to deal with the question in a quick and easy manner, the teacher's suggestions will likely be rejected.

## CONCLUSION

2. Analyzing. Analyzing is offering an explanation why teachers believe a student thinks or feels in a specific manner. Guidelines to help teachers decide how and when to offer an analysis include:

a. Offer an analysis or interpretation in a tentative rather than absolute manner.

b. Make sure the analysis has a reasonable chance of being correct.

c. Be certain that the student is receptive.

d. Determine that the motive is to honestly help the student.

3. Questioning. Questioning is asking for specific information about feelings and thoughts in order to encourage the student to continue talking. Learning to construct open-ended questions that draw out the student's needs is crucial.

4. Supporting. Supporting means reassuring the students, oftentimes through encouragement. This is simply acknowledging the seriousness of the student's feelings without implying agreement. Sometimes a student can be distracted with humor depending on the appropriateness of the situation.

b. Receiving feedback. Monitoring feedback is a way of assuring that the message intended is as closely related as possible to the message received. . . . The cues received may cause continuous talking, restating of ideas, stumbling or stammering, or becoming silent. Whatever the case, feedback is needed to help understand the communication behavior of others (Schultz 1966).

This paper describes effective listening skills modeled for both teachers and students. Moreover, improvement of listening abilities for students are essential toward increasing student performance. In view of the role effective listening plays in teaching and learning, and the need for skilled listening for academic success, acquiring listening skills seem warranted.

## REFERENCES

- Berko, R., Wolvin, A., Curtis, R. (1990). This Business of Communication. Dubuque, IA: Wm. C. Brown, 42.
- Cost, D., Bishop, M., Anderson, E. (1992). Effective Listening: Teaching Students a Critical Marketing Skill. Journal of Marketing Education, pp. 41-45.
- Girzaitis, Loretta (1972). Listening & Response Ability. Winona, MN: St. Mary's Press, p. 42.
- Lewis, M., Reinsch, N. (1988). Listening in Organizational Environments. Journal of Business Communication, 25, p. 63.
- Mehrabian, Albert (1971). Silent Messages. Belmont, CA: Wadsworth Publishing Company, p. 56.
- Nichols, Ralph G. (1985). Successful Listening. New York: Dun & Bradstreet.
- Oberhaus, M., Ratliffe, S., Stauble, V. (1993). Professional Selling: A Relationship Process. Texas: Dryden Press/HBJ, pp. 274-277.
- Schultz, William C. (1966). The Interpersonal Underworld. Palo Alto, CA: Science and Behavior Books, p. 13.
- Wolff, F., Marsnik, N., Tacey, W., Nichols, R. (1983). Perspective Listening. New York: Holt, Rinehart & Winston, p. 2.
- Wolvin, A. and Coakley, C. (1988). Listening. Dubuque, IA: Wm. C. Brown, pp. 150, 207-208, 243-265.

Professor Vernon R. Stauble is the Graduate Center Academic Advisor at March Air Force Base, California. He has been teaching both undergraduate and graduate courses at Embry-Riddle Aeronautical University for over ten years.

Dr. Stauble is the recipient of meritorious awards for outstanding teaching performance. His presentations on topics related to teaching include Teaching Students To Be More Creative; Interpretation, Use, and Improvement Of Student Evaluations; and Ways To Stimulate Class Participation. He has also published extensively and serves on the editorial boards of several journals. Ideas for this article have been adapted from his latest book, co-authored, titled Professional Selling: A Relationship Process. He holds a Ph.D. from Claremont Graduate School.